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ABSTRACT

The Differential Aptitude Testing (DAT) Program was developed jointly by the Pupil Personnel Services Department of the Grossmont Union High School District and the San Diego County Regional Occupational Program. The purpose was to provide 10th grade students with individual aptitude information and techniques of career exploration for the purpose of making wise career decisions. The DAT program consisted of three stages: pretest orientation, testing, and interpretation. Specially designed materials were developed to assist counselors in each stage of the program. The DAT Interpretation booklet, specially developed by counselors in the Grossmont District, was the key to the program and tied the DAT scores, occupations, and sources of occupational information together to help students reach career decisions. To determine the effectiveness of the program, a questionnaire was developed for the students, parents, and school members involved. Similar questions were included on each questionnaire in the same numbering sequence so that the responses of each group could be compared. The overall results of the questionnaire revealed that parents, students, and staff were positive about the program. The student information booklet is included. (Author/DEP)

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ED117148

A STUDY OF THE DIFFERENTIAL APTITUDE TESTING PROGRAM IN THE GROSSMONT UNION HIGH SCHOOL DISTRICT

Funded By The Regional Occupational Program
1974-75

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TM005 002

Pupil Personnel Services
Grossmont Union High School District
October 28, 1975

INTRODUCTION

The Differential Aptitude Testing Program in the Grossmont Union High School District was developed through the joint effort of the San Diego County Regional Occupational Program and the Grossmont Union High School District Pupil Personnel Services Department. High school counselors and administrators had identified a student need for aptitude data to be used in the career decision making process. The ROP teachers and administrators had identified a student need for aptitude information so that students could be more knowledgeable about themselves and more capable of making wise decisions regarding vocational choices.

In September of 1973, a committee of counselors began a survey of the aptitude tests available on the market. Available tests were evaluated in terms of readability, types of aptitudes measured, ease and methods of interpretation, amount of time required for testing, and the costs involved. The Differential Aptitude Tests published by The Psychological Corporation were selected as the ones which would most nearly meet the identified needs.

The committee also discussed the grade level in which students would be tested. While there were advantages to giving the test to juniors and seniors, it was agreed that the sophomores would benefit the most from the testing. Since all freshmen in the Grossmont District are given the Ohio Vocational Interest Survey with a detailed interpretation, it seemed that aptitude data the following year would provide continuing data for the vocational decision-making process. Sophomores also have two more years in high school to use the aptitude data for selecting courses and programs

which would prepare them for the career of their choice or to improve skills important in their career choices.

In October of 1973, a proposal was written and submitted to the Coordinating Council of the Regional Occupational Program requesting financing for the development of the testing program and the acquisition of testing materials.

This proposal was accepted and in the summer of 1974, a committee of four counselors was selected to develop the testing program including the pre-testing orientation, testing guidelines and directions, and interpretation materials and techniques.

Most of the committees time was spent in the development of an interpretation booklet. The object of this interpretation booklet was to define the aptitudes tested, explain the limitations of testing, relate student scores to occupational groups, and develop a step-by-step procedure for occupational exploration and decision making. This booklet was to be given to each student in a small group interpretation session, along with their individual scores. The students were to use their scores to complete certain sections of the booklet and determine which of the occupational groups that they would qualify. This exercise was to give them information regarding their aptitudes in comparison to the significant aptitude test percentiles for twenty occupational groups. Students were to be asked to study several of the occupations for which they qualified and in which they were interested. Students were to be directed to develop a tentative high school program of study which would help them prepare for a broad range of occupations of their choice. After reaching this stage, the students were to show and discuss their interpretation booklet containing the results of their research with their parents and counselor.

Other primary tasks of the committee involved developing overhead visuals for the pretesting orientation presentation and the small group interpretation presentation. A follow-up study was designed and questionnaires developed for students, parents, and school staff members to determine the results of the testing program. This report is an attempt to examine the DAT program and present the results of the follow-up study.

METHOD OF TESTING

The DAT program had three primary stages in its implementation. They were: (1) pretest orientation, (2) testing, and (3) interpretation. It was the feeling of the committee that each stage was an extremely important part of the total program. For this reason, the committee carefully developed the materials and the techniques for each stage and provided in-service training for the counselors who would be involved in the testing program.

During the pretesting orientation stage, counselors were to meet all 10th grade students in small groups and present the testing program to them. This presentation was to include the reason for aptitude testing, how the test would be given, and how it could be used by the student. This was to be done within one week of the actual test date. Motivation was an important part of this stage with the counselors emphasizing the importance of this information to young people and how they can make proper uses of it in their career decision-making process. Specially designed orientation visuals were to be used as well as a one-page handout which students could refer to were to be a part of the orientation program. It was hoped that students would take the handout home and discuss the forth-coming test with their parents.

During the testing stage, the emphasis was to maintain the motivation generated in the pretesting orientation meeting. A positive attitude was to be generated and a business-like procedure for testing was developed. School personnel were encouraged to test in groups as small as was economically feasible and to provide plenty of proctors for individual help. Counselors were provided with in-service training so that they would be confident and comfortable with the test materials and directions.

Getting the results of the tests back into the students' hands as soon as possible after testing was important, if the motivation which had been developed to this point, was to continue. The test answer sheets were machine scored locally and a computerized profile card for each student was printed. As soon as counselors received this information, they were to schedule small group meetings for the interpretation of the test results to students. This interpretation was to include:

(A) An explanation of the test results profile card in terms of the aptitudes measured, the meaning of percentiles, and how this information would be helpful to the student.

(B) How to use the aptitude scores in the career-decision process. The specially designed interpretation booklet was to be explained step by step at this point so that students would have a tool to help them continue their process of career exploration. Using the booklet, students could also determine if their scores were above or below the recommended minimum scores of twenty occupational groups. With this information, they could determine if they would qualify for specific occupations and also they could identify weak aptitudes which would need to be strengthened if they were to be successful in certain occupations. A step-

by-step procedure was also incorporated in the booklet to help students study specific occupations in depth.

(C) How the students could obtain preparation for the occupations they had decided upon. The interpretation booklet related school subjects to the occupational groups and also listed the vocational education and the ROP (Regional Occupational Program) courses which would help a student prepare for the occupations listed. The students were encouraged during the interpretation, to use the results of their tests, as well as the results of their career exploration study, in selecting high school courses and planning their high school program. Students were also encouraged to discuss their test results and their career decisions with their parents and counselors.

FOLLOW-UP STUDY METHODS

A questionnaire was developed for each of the three groups most affected by the aptitude testing program. They were: students, the students' parents, and school staff members. The questionnaires were designed to determine:

(A) How effective was the orientation stage of the DAT program?

(B) How effective was the DAT interpretation stage?

(C) How effective was the small group interpretation sessions in helping students understand their test results?

(D) How effective was the DAT program in stimulating career exploration and decision making?

(E) How effective was the DAT program in stimulating communication between students and parents/counselors regarding careers?

Similar questions were included on each questionnaire in the same numbering sequence so that the responses of each group could be compared.

The student questionnaire was administered to a representative sample at seven of the nine high schools and the continuation school in the Grossmont District. Two high schools chose not to participate in the follow-up study. The number of student responses in the district was 589.

Each student who participated in the study was asked to address an envelope to their parents. These envelopes were stuffed with the parent questionnaire, explanatory letter, and a return, self-addressed, stamped envelope. These envelopes were then mailed to the parents and 183 responses were received, a thirty-one percent return from parents.

Staff questionnaires were given to those teachers, counselors, and administrators who were involved in the testing program as administrators, proctors, or group leaders. Also, teachers who gave up class time for orientation or interpretation meetings were given questionnaires. Fifty-one (51) staff members returned the questionnaires.

The results of the questionnaires were machine tallied and the results compiled.

DISCUSSION

For understanding and brevity, the questions pertaining to the stages discussed will be shown, as well as the district results. Individual school results will be mentioned when appropriate and may be found in the appendix.

ORIENTATION STAGE

		District %		
		Student	Parent	Staff
5.	Did you read the orientation sheet given to you at the orientation meeting?			
	(0) Yes	50	20	53
	(1) No	49	79	43
	No ans.	01	01	04
6.	Was the orientation sheet helpful in your understanding of the purpose of the test?			
	(0) Yes	47	49	59
	(1) No	38	43	24
	No ans.	16	08	16

From the data available, approximately half of the students read the orientation sheet, and approximately the same number felt it was useful in their understanding of the test. The school-by-school results were quite varied on these points. It was obvious from the results that one school did not use it in their pretesting orientation. It was also interesting to note that the percentage of those students who responded "yes" to the question of whether they had read the orientation sheet was very close to the percentages of those students who answered "yes" to whether the orientation sheet was helpful in their understanding of the test. It was also obvious from the results that the majority of the parents did not see the orientation sheet or have a chance to read it before their students were tested. However, approximately half of the parents felt it was useful to their students understanding of the test.

INTERPRETATION STAGE

		District %		
		Student	Parent	Staff
11.	Did you receive the DAT profile card?			
	(0) Yes	88	85	55
	(1) No	12	14	45
	No ans.	00	02	00

		District %		
		Student	Parent	Staff
12.	Was the test profile card useful in understanding your test scores?			
	(0) Yes	83	77	67
	(1) No	17	22	25
	No ans.	01	02	08

The DAT profile card given to each student presented the students test results in percentile; from questionnaire results the profile card seemed well designed and easy to understand. Eighty-three percent of the students and seventy-seven percent of the parents felt the test profile card was useful in understanding their scores. The results of the individual schools were quite similar and consistent on this point.

		District %		
		Student	Parent	Staff
7.	Were you given a copy of the DAT interpretation booklet?			
	(0) Yes	90	61	69
	(1) No	09	39	31
	No ans.	01	00	00
8.	Did you read the DAT Interpretation booklet?			
	(0) Yes	77	48	57
	(1) No	22	52	43
	No ans.	01	00	00
9.	Was the DAT Interpretation booklet discussed with your parents/ students?			
	(0) Yes	38	50	43
	(1) No	62	50	55
	No ans.	00	00	02
10.	Do you still have the Interpretation booklet?			
	(0) Yes	74	66	49
	(1) No	26	32	47
	No ans.	01	02	04

The DAT interpretation booklet, given to ninety percent of the students sampled, was read by seventy-seven percent of them. The results of the individual schools were relatively consistent in this regard. While sixty-one percent of the parents indicated they had seen the booklet, less than half (48%) had read it. The results of the individual schools varied considerably concerning whether parents had read the DAT interpretation booklet. At one high school, twenty-seven percent of the parents had read the booklet, while at another, sixty-two percent had read the booklet.

In general, a majority of the parents and students sampled did not discuss the booklet with each other. Thirty-eight percent of the students indicated they took it home and discussed it with their parents while fifty percent of the parents indicated they discussed the booklet with their students. Individual school results also varied. For example, at one school, only eighteen percent of the students indicated they had discussed the booklet with their parents.

In all schools, over two-thirds of the students sampled indicated they still had their Interpretation booklet. Parents were not as aware of the booklet as the students, but the majority of the parents felt the students had saved it.

	District %		
	Student	Parent	Staff
15. Was the DAT Interpretation booklet helpful in understanding the scores?			
(0) Very helpful	39	30	45
(1) Somewhat	49	28	37
(2) Not at all	11	33	06
No ans.	01	08	12

		District %		
		Student	Parent	Staff
14.	Do you feel you now understand the results of the DAT scores?			
	(0) Very well	43	41	27
	(1) Somewhat	50	45	59
	(2) Not at all	07	00	08
	No ans.	00	03	06

The Interpretation booklet was either very helpful or somewhat helpful in helping over eighty-eight percent of the students in the district sample understand their scores. While the scores from the individual schools varied somewhat between the "very helpful" response and the "somewhat helpful" response, the variance was much less when comparing the "not at all" responses.

Among all schools in the district, a larger percentage of parents, as compared to the students, indicated that the DAT Interpretation booklet was not at all helpful in understanding the DAT scores. This could suggest that the small group interpretation session is important in explaining the interpretation booklet and its use. Perhaps, parents should be invited to a parent interpretation meeting. In the present sample, the parents did not receive an interpretation session like their students.

It is interesting to note that the two schools which varied significantly from the others regarding the student results on the helpfulness of the DAT Interpretation booklet, also varied significantly on student understanding of the results of the DAT scores. Apparently, if the student did not understand the booklet and its use, the test scores did not have a great deal of meaning.

The educational staffs at each school felt the Interpretation booklet was either very helpful or somewhat helpful in assisting students to understand their scores. There were wide variations between schools regarding the response to this question and the staff responses did not

follow student or parent responses. The staff generally felt the booklet was more helpful than either the students or the parents. Perhaps, staff members were able to interpret the booklet easily because of their training. Maybe some attempt should be made at simplifying the words and the concepts of the booklet for easier interpretation by both students and parents.

CAREER EXPLORATION AND DECISION MAKING

		District %		
		Student	Parent	Staff
16.	Do you feel that the DAT has been stimulating in encouraging career planning?			
	(0) A lot	19	11	10
	(1) Somewhat	53	50	71
	(2) Not at all	28	35	10
	No ans.	01	04	10
17.	How much did the DAT help you to understand qualifications needed for various occupations?			
	(0) A lot	41	27	22
	(1) Somewhat	45	54	63
	(2) Not at all	13	15	10
	No ans.	01	04	06
18.	How much did the results of the DAT help in considering new occupational opportunities?			
	(0) A lot	17	11	16
	(1) Somewhat	57	46	68
	(2) Not at all	26	39	10
	No ans.	01	03	06
19.	Have you studied some of the occupations for which your student's scores met the recommended minimums suggested by the DAT Interpretation booklet?			
	(0) A lot	14	11	31
	(1) Somewhat	48	40	39
	(2) Not at all	38	44	22

		District %		
		Student	Parent	Staff
20. Was the Interpretation booklet useful in showing how to learn about occupations for decision making:				
(0)	A lot	28	12	24
(1)	Somewhat	55	55	59
(2)	Not at all	16	27	10
	No ans.	00	07	08

The responses to the above questions seems to indicate that the DAT was successful in stimulating career exploration and helping students understand the qualifications needed for various occupations. The students and the staff were generally more positive than the parents in this regard. Perhaps, this further indicates a lack of communication between students and parents regarding career exploration and decision making.

A majority of the students sampled had studied some of the occupations recommended for them by the DAT. Also, a majority of the students involved in the testing felt that the DAT had been useful in showing them how to learn about occupations for decision making. More parents than students or staff, responded negatively to the question regarding whether their students had researched some occupations or whether the DAT booklet had been useful. Perhaps, students research in silence until they have their thoughts on the matter firmed up or a definite decision is made. Parents may not be aware of this activity or its value.

In general, the DAT program was helpful in encouraging students to study occupations for decision making. The DAT program also gave them some guidelines to use in their research and some new alternatives that they had not considered before.

		District %		
		Student	Parent	Staff
21.	Do you think the career center will be used more as a result of the DAT?			
	(0) A lot more	11	22	45
	(1) A little more	26	35	43
	(2) No more	62	39	10
	No ans.	00	04	02

While the results to the previous questions seemed to indicate that DAT had stimulated research and study regarding careers, a majority of the students felt the career centers at their schools would receive no more use because of the DAT. Parents and staffs, on the other hand, felt the DAT would cause career centers to be used more by the students. Exactly why the career centers would not be used more is hard to understand in light of the other responses made by students. Perhaps more study on this issue would be important. Resources not considered previously by counselors and staff members may be discovered.

		District %		
		Student	Parent	Staff
22.	How much will the DAT scores be used in selecting courses for the next years school program?			
	(0) A lot	15	13	06
	(1) Somewhat	51	40	73
	(2) Not at all	34	47	14
	No ans.	00	00	08

Most of the students indicated they would consider their test scores when selecting courses for their next years school program. More parents, than students or staff, indicated they did not think the scores should be used in selecting next years courses. Very close to one-half (47%) of the parents sampled felt they would not use the DAT scores in planning their students courses for the next year.

		District %		
		Student	Parent	Staff
24.	What were your feelings about you (or your students) taking the DAT?			
	(0) Enthused	12	40	41
	(1) So-so	58	51	37
	(2) Negative	29	08	10
	No ans.	00	01	12
25.	What are your current feelings regarding the DAT?			
	(0) Positive	41	58	61
	(1) So-so	49	36	27
	(2) Negative	10	05	06
	No ans.	00	01	06
26.	Considering your answers to the previous questions, do you feel that the DAT should be given to the 10th grade students next year?			
	(0) Yes	64	68	59
	(1) Indifferent	26	28	24
	(2) Absolutely not	10	04	10
	No ans.	01	00	08

It is interesting to note that while only twelve percent of the students were enthused about taking the DAT (question 24), forty-one percent were positive about it after the interpretation process (question 25). Parent and staff results also indicated a positive growth, with the staff being the most positive of the groups sampled. It would seem from these results that the DAT program was meeting student needs for individual assessment data and this has been recognized by parents and staff members. The very small percentage of negative responses about the DAT program, plus the large number of students, parents, and staff recommending that it be given again next year, would indicate that the program was successful (question 26).

SUMMARY

The Differential Aptitude Testing Program was developed jointly by the Pupil Personnel Services Department of the Grossmont Union High School

District and the San Diego County Regional Occupational Program. The purpose was to provide 10th grade students with individual aptitude information and techniques of career exploration for the purpose of making wise career decisions. The DAT program consisted of three stages: pretest orientation, testing, and interpretation. Specially designed materials were developed to assist counselors in each stage of the program. The DAT Interpretation booklet, specially developed by counselors in the Grossmont District, was the key to the program and tied the DAT scores, occupations, and sources of occupational information together to help students reach career decisions.

To determine the effectiveness of the program, a questionnaire was developed for the students, parents, and school staff members involved. Similar questions were included on each questionnaire in the same numbering sequence so that the responses of each group could be compared. A representative sample was given the questionnaire in seven of the nine high schools in the district to 589 students, 183 parents, and 51 staff members responded.

From the results obtained from the questionnaires, the following observations and recommendations are made:

1. The orientation information sheet given to students at the orientation meeting was helpful to those students who read it. Emphasis should be placed on encouraging students to make better use of this information. Approximately one-half of the parents sampled did not see or read the orientation sheet before the students were tested. Alternate methods of contacting parents should be pursued before testing so that they understand the test and its purposes. Information carried home by the student does not seem to be an effective method of communication with parents.

2. The test score profile card was easy to understand and helpful to the students and their parents in understanding the results of the test.

3. The DAT Interpretation booklet was a useful tool for the students in understanding their test scores and directing them in career exploration. Parent responses showed less satisfaction with the booklet than students or staffs. A majority of the parents sampled (52%) had not read the booklet and a high number (33%) felt the booklet was not at all helpful in understanding the scores. This could suggest that the small group interpretation sessions are vital in explaining the booklet and its use and parents could benefit from an interpretation session. Perhaps the booklet is still too difficult for the layman to understand without interpretation, and some attempt should be made at simplifying the words and concepts.

4. The DAT program was successful in stimulating career exploration and helping students understand the qualifications needed for various occupations. The program was also helpful in guiding students in their study of occupations by providing them with some new occupational alternatives.

5. A majority of the students (62%) felt the career centers at their local schools would receive no more use as a result of the DAT program. This was somewhat inconsistent in terms of the student responses indicating the DAT had stimulated them to study occupations. More study on this issue should be considered.

6. Most of the students (66%) indicated they would consider their DAT scores in selecting courses for their next years program. Parents were more negative about this issue. Forty-seven percent of the parents

sampled did not feel the scores should be used in selecting high school courses. This would further indicate the need for a parent interpretation meeting.

7. Generally, students, parents, and staff members were positive about the DAT program and believed it should be continued.

RECOMMENDATIONS

1. Emphasize the pretest orientation meeting by encouraging students to do their best on the test and also to make sure they understand the purpose and individual benefit to them by taking the test.
2. Mail pretest information to parents so that they can understand and enthusiastically support the program.
3. Continue to simplify the interpretation booklet so that it is easier to use by students and parents without interpretation.
4. Invite parents to an interpretation meeting where the scores and the use of the booklet are explained.
5. Continue to use the DAT program at the 10th grade level.
6. Continue to evaluate the total DAT program and its component parts.

Grossmont Union High School District

Pupil Personnel Services

DIFFERENTIAL APTITUDE TESTING PROGRAM

20

Part of A Comprehensive Career Guidance Program

Provided by The Grossmont Union High School District

and The Regional Occupational Program

UHSD

Orientation Set
Revised 1975

YOUR SOPHOMORE YEAR ---------- A SPECIAL YEAR

* DRIVER'S LICENSE

* THAT FIRST REAL JOB

* YOUR OWN PAY CHECK

* TIME TO LOOK AHEAD

WHERE ARE YOU HEADING?

WHERE DO YOU WANT TO GO?

UHSD

YOUR CAREER GOALS WILL

DEPEND ON

YOUR INTERESTS (WHAT DO YOU LIKE ?)

YOUR VALUES (WHAT'S IMPORTANT TO YOU ?)

YOUR APTITUDES (WHAT AM I GOOD AT ?)

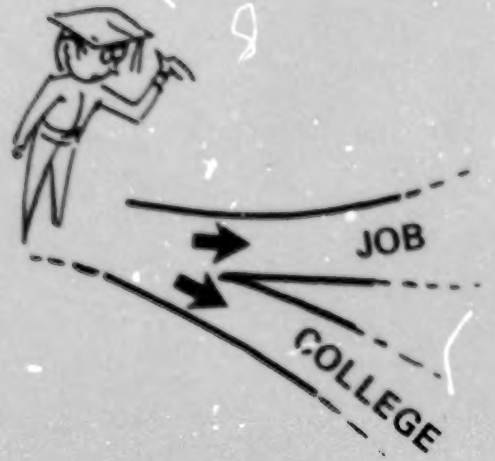
THE DAT RELATES YOUR APTITUDES

TO 20 GROUPS OF JOBS

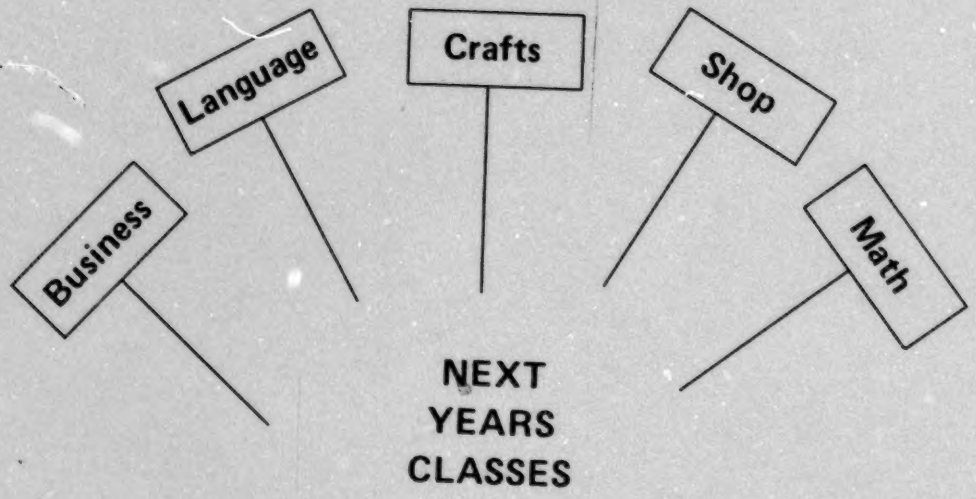
UHSD

RECENT STUDENT SURVEYS OF BOTH SENIORS AND UNDERCLASSMEN INDICATE THAT MANY GROSSMONT UNION HIGH SCHOOL DISTRICT

STUDENTS WANT HELP IN CAREER PLANNING



THIS PROGRAM OF TESTING AND INTERPRETATION OF TEST SCORES WILL GIVE YOU THAT HELP!



UHSD

LAST YEAR MOST OF YOU TOOK THE

O. V. I. S. (THE OHIO VOCATIONAL INTEREST SURVEY)

THE RESULTS OF THE O. V. I. S. GAVE YOU

A PICTURE OF YOUR INTERESTS

21

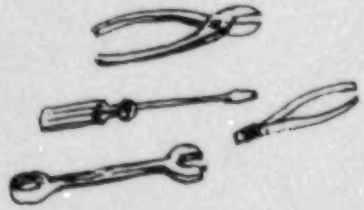
UHSD

THE D.A.T. (DIFFERENTIAL APTITUDE TESTS)

MEASURE EIGHT DIFFERENT APTITUDES WHICH ARE IMPORTANT IN THE WORLD OF WORK.

VR – VERBAL REASONING
AR – ABSTRACT REASONING
MR – MECHANCIAL REASONING
SP – SPELLING
NA – NUMERICAL ABILITY
CSA – CLERICAL SPEED AND ACCURACY
SR – SPACE RELATIONS
LU – LANGUAGE USAGE

25



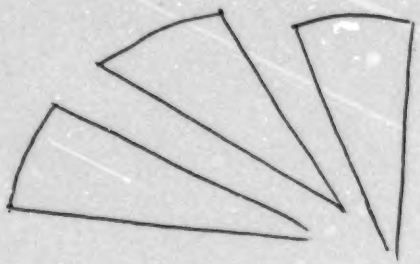
UHSD

YOU WILL NEED TO TAKE ALL EIGHT SUB-TESTS ON DAT IN ORDER TO GET A COMPLETE TEST PROFILE.

INDIVIDUAL TESTS ARE TIMED

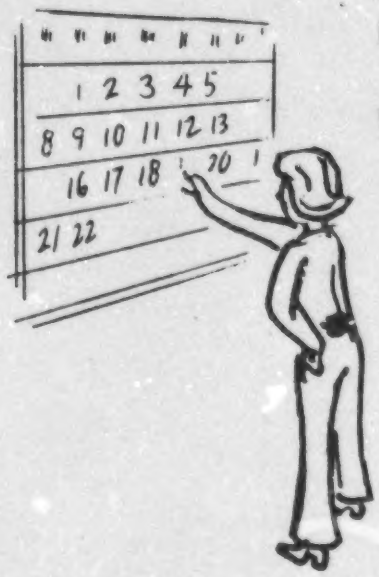
26

TOTAL TESTING TIME IS APPROXIMATELY THREE HOURS.

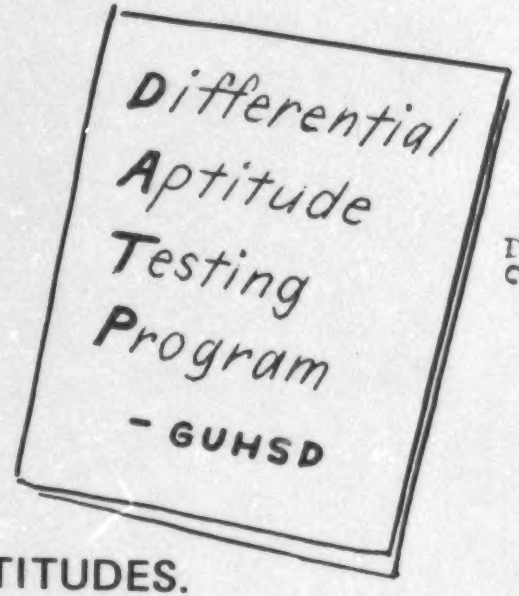


UHSD

YOU WILL HAVE YOUR RESULTS BACK TO YOU IN JUST A FEW WEEKS – YOUR COUNSELOR WILL HELP YOU TO UNDERSTAND THEM.



YOU WILL ALSO RECEIVE A SPECIAL BOOKLET THAT WILL HELP YOU TO IDENTIFY THE CAREER GOALS BEST SUITED TO YOUR APTITUDES.



27

UHSD

IN YOUR BOOKLET, YOU WILL FIND 20 GROUPS OF JOBS –

28

Group 1	Sports and Entertainment	5
Group 2	Sales and Display	6
Group 3	Personal and Protective Services	8
Group 4	Clerical	10
Group 5	Attendants, Helpers, Loaders	12
Group 6	Mechanics and Operators	14
Group 7	Agriculture	16
Group 8	Crafts and Trades	18
Group 9	Technical	20
Group 10	Education and Human Welfare	22
Group 11	Social Sciences	24
Group 12	Literary and Legal	26
Group 13	Visual and Performing Arts	28
Group 14	Business -- Sales and Promotion	30
Group 15	Business -- Administration	32
Group 16	Business -- Analytic	34
Group 17	Medically Related	36
Group 18	Medical and Life Science	38
Group 19	Engineering and Applied Science	40
Group 20	Mathematics and Physical Science Research	42

YOU WILL BE ABLE TO COMPARE YOUR SCORES ON THE DIFFERENTIAL APTITUDE TESTS WITH THOSE LISTED ON THE 20 GROUPS OF JOBS

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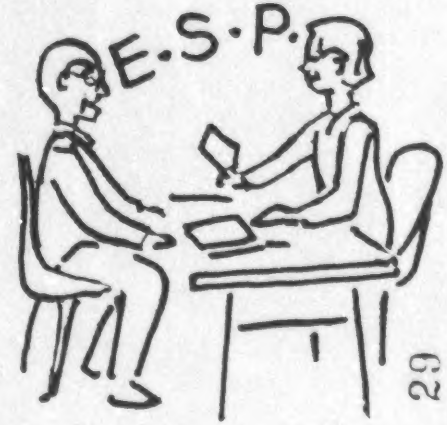
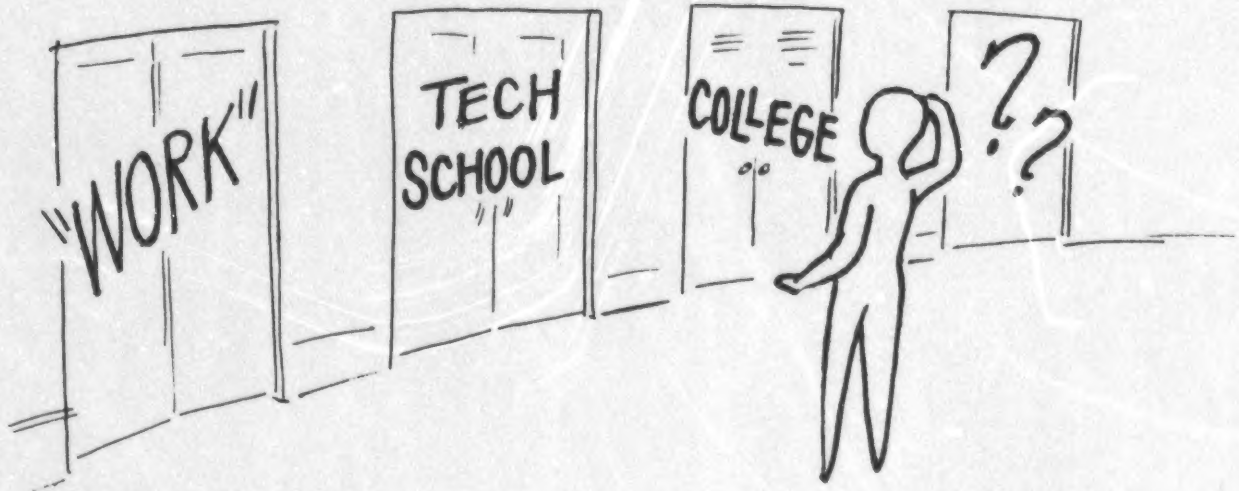
WHEN YOU KNOW MORE ABOUT YOURSELF YOU WILL BE ABLE

TO DO A BETTER JOB WHEN



– – CHOOSING YOUR COURSES FOR NEXT YEAR

– – PLANNING FOR YOUR FUTURE AFTER HIGH SCHOOL



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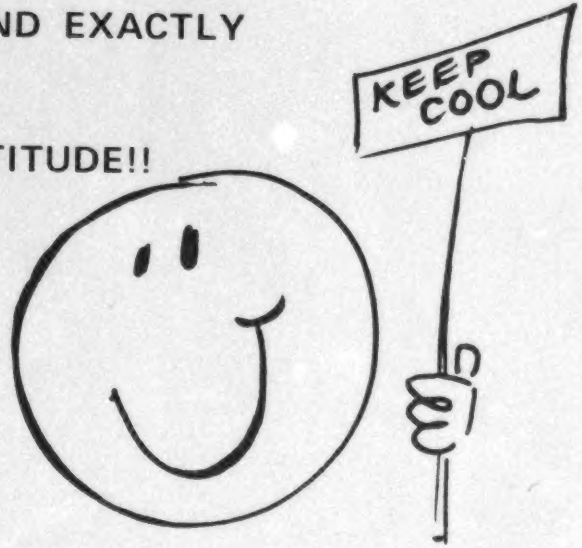
DID YOU KNOW THAT YOU CAN IMPROVE YOUR TEST SCORES ?

HERE ARE SOME TIPS:

1. RELAX – DON'T GET UP-TIGHT ABOUT THE TEST.
2. MOVE ALONG – IF YOU DON'T KNOW THE ANSWER GO ON TO THE NEXT ITEM.
3. IF YOU ARE NOT SURE – MAKE A GUESS.
4. DON'T LET THINGS OR PEOPLE AROUND YOU DISTRACT YOU FROM THE TEST.
5. READ AND LISTEN TO THE INSTRUCTIONS CAREFULLY – YOU CAN DO YOUR BEST IF YOU UNDERSTAND EXACTLY WHAT YOU ARE TO DO.
6. MOST OF ALL – MAINTAIN A POSITIVE ATTITUDE!!



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